Wisconsin Educator Effectiveness Equivalency Application Information Appendices/Examples

Demonstration of Teacher Rubric Equivalence

Teacher Practice Rubric and InTASC Standards Comparison	
InTASC Standard	**WI Teacher Framework Component(s)**
#1. Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Planning and Preparation** 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1f: Designing Student Assessments **Professional Responsibilities** 4a: Reflecting on Teaching 4c: Communicating with Families
#2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	**Planning and Preparation** 1b: Demonstrating Knowledge of Students **The Classroom Environment** 2a: Creating an Environment of Respect and Rapport
#3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.	**The Classroom Environment** 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space **Professional Responsibilities** 4c: Communicating with Families
#4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.	**Planning and Preparation** 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources **Instruction** 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness
#5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	**Planning and Preparation** 1d: Demonstrating Knowledge of Resources The Classroom Environment 2b: Establishing a Culture for Learning **Instruction** 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness
#6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.	**Planning and Preparation** 1f: Designing Student Assessments **Instruction** 3d: Using Assessment in Instruction
#7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-	**Planning and Preparation** 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction

disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	**Instruction** 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness **Professional Responsibilities** 4d: Participating in Professional Communities 4f: Showing Professionalism
#8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	**Planning and Preparation** 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources **Instruction** 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness **Professional Responsibilities** 4b: Maintaining Accurate Records
#9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.	**Professional Responsibilities** 4a: Reflecting on Teaching 4b: Maintaining Accurate Records 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism
#10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.	**Instruction** 3a: Communicating with Students **Professional Responsibilities** 4b: Maintaining Accurate Records 4c: Communicating with Families 4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4f: Showing Professionalism

Teacher Practice Rubric and the Four Domains	
Four Domains	**WI Teacher Rubric Domains**
#1: Planning and Preparation	**Domain 1: Planning and Preparation**
#2: Classroom Environment	**Domain 2: Classroom Environment**
#3: Instruction	**Domain 3: Instruction**
#4: Professional Responsibilities	**Domain 4: Professional Responsibilities**

Demonstration of Principal Rubric Equivalence

Wisconsin Principal Effectiveness Rubric and 2008 ISLLC Standards Comparison	
ISLLC Standards	**WI Principal Rubric**
Standard 1 An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.	**1.2 Instructional Leadership** 1.2.1 Cultivating a Mission and Vision for ALL Students 1.2.6 Data Usage in Teams 1.2.7 Rigorous Student Learning Objectives
Standard 2 An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	**1.1 Human Resource Leadership** 1.1.3 Evaluation of Teachers 1.1.4 Professional Development **1.2 Instructional Leadership** 1.2.2 High Expectations for Academic Achievement 1.2.3 Classroom Observations and Feedback 1.2.4 Instructional Time 1.2.5 Teacher Collaboration 1.2.7 Rigorous Student Learning Objectives **2.2 Intentional and Collaborative School Climate** 2.2.1 Building Positive Relationships
Standard 3 An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for safe, efficient, and effective learning environment.	**1.1 Human Resource Leadership** 1.1.1 Recruiting and Selecting 1.1.2 Strategic Assignment of Teachers and Staff to Positions in School 1.1.5 Distributed Leadership **1.2 Instructional Leadership** 1.2.4 Instructional Time **2.3 School Management** 2.3.1 Managing the Learning Environment 2.3.2 Financial Management
Standard 4 An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.	**2.1 Personal Behavior** 2.1.3 Using Feedback to Improve School Performance and Student Achievement **2.2 Intentional and Collaborative School Climate** 2.2.1 Building Positive Relationships
Standard 5 An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.	**1.3 Instructional Leadership** 1.2.1 Cultivating a Mission and Vision for ALL Students **2.1 Personal Behavior** 2.1.1 Professionalism
Standard 6 An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.	**2.1 Personal Behavior** 2.1.4 Initiative and Persistence **2.3 School Climate** 2.3.3 Policy Management

Demonstration of Research Base

Danielson Teacher Practice Rubrics Research Base (abbreviated)		
Year of Study	**Research Title**	**Findings**
2012	[Measures of Effective Teaching Project](#)	The Danielson Framework was amongst several rubrics tested in the MET study. The study demonstrated that ratings based on the Danielson Framework were correlated with Value Added student achievement measures. The strength of the relationship improved with multiple ratings and other evidence sources.
2011	**[Rethinking Teacher Evaluation in Chicago: Lessons Learned from Classroom Observations, Principal-Teacher Conferences, and District Implementation, Consortium on Chicago School Research at the University of Chicago Urban Education Institute, November 2011](#)**	This report summarizes findings from a two-year study of Chicago's Excellence in Teaching Pilot, which was designed to drive instructional improvement by providing teachers with evidence-based feedback on their strengths and weaknesses. The pilot consisted of training and support for principals and teachers, principal observations of teaching practice conducted twice a year using the Charlotte Danielson Framework for Teaching, and conferences between the principal and the teacher to discuss evaluation results and teaching practice. [Download the report.](#)
2011	**"The Effect of Evaluation on Performance: Evidence from Longitudinal Student Achievement Data of Mid-career Teachers"** Taylor, Eric, Tyler, John H. : NBER Working Paper No. 16877.	This study investigated the effect of teacher evaluation on the quality of instruction, and found that the very act of going through a year-long evaluation process in Cincinnati strengthens teacher performance. While the research and statistical details are still at a preliminary stage, the results suggest that the correlations are positive, and the effect sizes are large enough to be quite consequential. Furthermore, they found that not only does a teacher's effectiveness increase in the year in which they are undergoing evaluation, but the effects of going through the evaluation cycle are even larger in the years after the evaluation.
2006	**Multi-year, mixed-methods study investigating the validity of teacher evaluation in four sites: Cincinnati, Ohio; Los Angeles, California; Reno/Sparks, Nevada; and Coventry, Rhode Island. Milanowski, et. al.**	The study used linked student and teacher data to assess the relationship between student achievement and teachers' performance evaluation scores. The value-added model used achievement scores that were estimated on prior achievement and other student characteristics which determined a fairly high correlation in two of the four sites between what the teachers were observed to be doing in the classroom and their students' achievement gains.

		The authors of study noted that high correlations could be due to using multiple observation data, highly trained evaluators, and the teachers having a shared understanding of what constituted good teaching.

Sample of Teacher Rubric Illustrating Number of Performance Categories and Detail

Domain 1a. Knowledge of Content and Pedagogy			
Ineffective (Level 1)	**Minimally Effective (Level 2)**	**Effective (Level 3)**	**Highly Effective (Level 4)**
In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher's plans and practice show little understanding of prerequisite relationships important to student's learning of the content. Teacher shows little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another. Teacher's plans and practice indicate some knowledge of prerequisite relationships, although such knowledge may be inaccurate or incomplete. Teacher's plans and practice reveal a limited range of pedagogical approaches to the discipline or to the students.	Teacher displays solid knowledge of the important concepts of the discipline and the way they relate to one another. Teacher's plans and practice reflect accurate knowledge of prerequisite relationships among topics and concepts. Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches in the discipline.	Teacher displays extensive knowledge of the important concepts of the discipline and the ways they relate both to one another and to other disciplines. Teacher's plans and practice reflect knowledge of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. Teacher's plans and practice reflect familiarity with a wide range of pedagogical approaches in the discipline, anticipating student misconceptions.

WI STATE EDUCATOR EFFECTIVENESS MODEL

NUMBER OF EVALUATIONS and Observations
- Summative evaluations for initial educators happen annually. Summative evaluations for veteran teachers occur every third year with formative processes occurring every year.
- Student Outcomes data assessed annually.
- Ongoing formative feedback provided in formative years.

Teacher Observations:
- At least 1 (45 min) or 2 (20min) announced observations that include a pre conference and post conference;
- At least 1 (45 min) or 2 (20min) unannounced observation; and
- 3-5 informal and unannounced observations of at least five minutes in length.

Principal Observations:
- At least 2 observations; and
- 2-3 informal school visits or walkthroughs.

Evidence of WI Training Processes (abbreviated)

Training Session	Outcomes	Participants	Evidence Sample (Attach to Application)
Teacher Practice Evaluations	- Understand the WI Educator Effectiveness Teacher Practice Evaluation and the Developmental Pilot stage of this initiative. - Understand how Educator Effectiveness fits into the overall DPI goal of college and career readiness for every WI student. - Understand and be able to implement each of the steps and tasks of the Teacher Evaluation Cycle, including the establishment of personal and organizational routines. - Understand how the *Danielson Framework for Teaching* is constructed and the criteria for distinguishing levels of performance at the component level. - Identify forms of rating bias and areas of common rating errors to avoid. - Identify evidence sources most appropriate for each component of teacher effectiveness. - Practice observing and rating evidence sources, with feedback, in line with the WI Educator Effectiveness Teacher Practice Evaluation. - Identify emerging issues to consider at the district and regional levels as this initiative works toward statewide implementation.	- Teams of five from districts, including: two evaluators, two teachers, and a peer reviewer/mentor - Danielson Group trainers - WI Regional Trainers - DPI - Facilitators representing educational stakeholders	- Process manual - Facilitation guide - PPTs *Danielson Framework* text *Smart Cards* - Agendas - Lists of participating districts

Evidence of WI Rater Agreement Processes (abbreviated)

Process	Outcomes	Participants	Evidence Sample (Attach to Application)
Teacher Practice Evaluation Training	• Understand how the *Danielson Framework for Teaching* is constructed and the criteria for distinguishing levels of performance at the component level. • Identify forms of rating bias and areas of common rating errors to avoid. • Identify evidence sources most appropriate for each component of teacher effectiveness. • Practice observing and rating evidence sources, with feedback, in line with the WI Educator Effectiveness Teacher Practice Evaluation.	• Teams of five from districts, including: two evaluators, two teachers, and a peer reviewer/mentor • Danielson Group trainers • WI Regional Trainers • DPI • Facilitators representing educational stakeholders	• Process manual • Facilitation guide • PPTs • *Danielson Framework* text • *Smart Cards* • Agendas • Lists of participating districts
Teachscape Online Training, Proficiency, and Calibration	*Training* • Observers can practice gathering evidence, aligning it to the FFT, and scoring each component of Domains 2 and 3. • Provides specific, immediate feedback and evidence-based scoring rationales. *Proficiency Testing* • The assessment was developed as a scientifically sound test for assessing classroom observers. • The performance-based assessment	• WI evaluators using the state system	• Teachscape literature • Teachscape website • Teachscape WI state proposal • Teachscape estimates

	uses multiple choice item and innovative video-based test items to measure observers' understanding of the Framework, ensuring the ability to identify evidence and scoring accuracy. • Observers who complete the training and participate fully in the practice scoring pass the test at a rate well over 90%. *Calibration* • The Teachscape calibration system shows observers two master-scored videos that are grade span specific. • Evaluators identify evidence, align, and score. • Evaluators are given feedback about their accuracy relative to the master scores and provided with suggestions for next steps if needed. • The tool can support up to three calibration events per year.		